



# School of Education

## EDST 5121 Introduction to University Learning and Teaching

Term 1, 2019

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	Feedback on each assessment task will be prrg0 G(Fe)5(e)4(d)-4(b)-4(ack)-3( o)-5(n)-4( each)-5( a)-5(s)-6(s)5(e)-7(s)5(s)-6(m).....	



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***Summary of Course***

3	Identify professional and ethical implications of adopting new educational practices for teachers and students	2
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**Program Learning Outcomes (PLOs)**

Upon completion of the **program** you should be able to:

Outcome		Assessment/s
1	Articulate specialised knowledge of key theories of learning and teaching in higher education	1 & 2
2	Analyse factors affecting learning and teaching in higher education, nationally and internationally	1 & 2
3	Apply principles of good practice for learning and teaching to higher education	1 & 2
4	Apply scholarly and reflective practices for continuous improvement in learning and teaching.	1 & 2
5	Communicate and collaborate in scholarly, ethical, respectful and responsible ways.	1 & 2

5.

The weekly work modules will help focus your learning through engagement with key readings and resources on topics related to the work you need to do to complete your two required assessment tasks.

## 7. COURSE CONTENT STRUCTURE AND SCHEDULE

Week	Week Beginning	Course Content and Work Schedule
0	11 Feb	<b>Overview of Course and course requirements</b> <ul style="list-style-type: none"> <li>• Introduction to the course, course requirements</li> </ul>
1*	18 Feb	<b>Module 1: Learning &amp; Teaching in Universities</b> <ul style="list-style-type: none"> <li>• Theories of Learning and Teaching</li> <li>• Discipline based Teaching; Teaching according to how students learn</li> </ul> <u>Learning Activity 1:</u> <ul style="list-style-type: none"> <li>• Identify a learning and teaching challenge in your discipline/practice</li> <li>• Prepare a draft response to Assessment Task 1</li> <li>• Review the pedagogies at work in your discipline</li> </ul> <b>Module 2: Educational Design for Effective Learning</b>
2*	25 Feb	

\* On-line seminar scheduled on Tuesday of this week from 5.00 – 7.00pm

## 8. READINGS

This course has two prescribed texts. Weekly learning activities will be based upon readings from these texts. However, you are encouraged to read more widely in the scholarly literature on learning and teaching in higher education generally, and in your discipline in particular.

### **Prescribed Texts**

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press.

### **Core Readings**

#### **Module 1. Learning and teaching in universities**

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 1: The changing scene in university teaching, pp. 3-15.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 1: Understanding Learning: theories and critique, pp.3-20.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 2: Effective classroom teaching, pp.21-37.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 3: Discipline-based teaching, pp.38-55.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 2: Teaching according to how students learn, pp. 16-33.

#### **Module 2. Designing courses and developing action plans**

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 6: Designing subjects for learning: practical research-based principles and guidelines, pp.93-111.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 7: Designing for intended learning outcomes, pp. 113-132.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 7: Designing online and blended learning, pp. 112-127.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 5: Using effective assessment to promote learning, pp.74-91.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 10: Aligning assessment tasks with intended learning outcomes, pp. 191-223.

#### **Module 3.**

Peters, J. & Weisberg, M. (2011). A teacher's reflection book: exercises, stories, innovations. Durham, NC: Carolina, Academic Press. Chapter 2: Reflection: What it is and how to practice it, pp. 25-61.

## 9. ASSESSMENT

Assessment tasks in this course build on those you have already completed in your Foundations of University Learning and Teaching (FULT) studies by providing you with further opportunities based on your deepening understanding of the theories and principles that underlie effective teaching and learning in higher education generally and in your discipline in particular, to identify an aspect of current teaching and/or learning practice in your discipline that you believe is in need of renovation or improvement, and to propose a plan to bring this improvement about.

### *Details of Assessment Tasks*

#### **Assessment Task 1 (50% weighting) (Maximum of 2000 words) (CLOs 1 and 2)**

##### Submission Dates:

- *Draft for Peer Review:* 05.00pm on Friday 15 March 2019
- **FINAL Submission Date:** 23.59pm on Sunday 24 March 2019

- a. Identify a current aspect of teaching and/or learning practice in your discipline that is related to **one** of the following broad areas, that you believe is in need of renovation or improvement.
  - Student learning
  - Curriculum alignment
  - Educational design
  - Blended learning
  - Flipped classrooms
  - Online learning
  - Enquiry/research-based learning
  - Work Integrated Learning
  - Assessment and feedback
  - Evaluation strategies
- b. Taking into account the local, national and international context in which you work, and relevant (inter)national educational literature, prepare a review and scholarly critique of current practice in





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Student Name:

Student No.:

**Assessment Task 1: Review of Current Practice**

<b>SPECIFIC CRITERIA</b> <b>Your response demonstrates:</b>	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<b>Understanding of the key issues and concepts involved</b> <ul style="list-style-type: none"> <li>Your response provides a clear explanation and analysis of the key issues and concepts involved in the identified learning and teaching challenge in your discipline, taking into account the UNSW context and especially the Scientia Education Experience.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Your response provides a deep critical analysis and review of the key issues involved in the identified learning and teaching challenge in your discipline.</li> </ul>					

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Student Name:

Student No.:

**Assessment Task 2: Plan for Improvement**

**SPECIFIC CRITERIA**

**Your response demonstrates:**

Developing (1)

Adequate (2)

### ***Submission of Assessment Tasks***

**Assessment Task 1** - Should be submitted online via Turnitin in the Course's Moodle Site **AND** in the form of a ".doc" or ".docx" file via email to: [stephen.marshall@unsw.edu.au](mailto:stephen.marshall@unsw.edu.au) by **23.59 PM on Sunday 24 March 2019**.

**Assessment Tasks 2** - Should be submitted online via Turnitin in the Course's Moodle Site **AND** in the form of a ".doc" or ".docx" file via email to: [stephen.marshall@unsw.edu.au](mailto:stephen.marshall@unsw.edu.au) by **23.59 PM on Sunday 21 April 2019**.

You do not need to use a cover sheet on your assessment tasks. However you are expected to **put your name and student number on every page of your assignment submissions** (where appropriate).

You are also required to **keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination**. If an assessment is mislaid the student is responsible for providing a further copy.

### ***Turnitin Submission***

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au).



Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## 10. RESOURCES

### *Moodle Course*

EDST 5121 Introduction to University Learning and Teaching has an on-line presence within Moodle where you can find:

1. information concerning the structure and processes of the course (including further information about assessment tasks)
2. Learning Modules for each of the topics included in the Course Schedule
- 3.

